CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

1. The Definition of Reading

Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind.[1]

Reading is a process to get a sense of the combination of several letters and words. Reading is the ability and skills to make an interpretation of the material being read. The end result of the process of reading is a person capable of making the essence of reading.

Limitation read by Edward L. Thorndike

> "Reading as thinking and reading as Reasoning", which means that the process of reading it is actually no different than when someone is in the process of thinking and reasoning. In this reading process, visible aspects such as thinking, remembering, understanding, discriminate, compare, find, analyze, organize, and ultimately apply what is contained in the reading.[2]

According Arthur C. Graesser in Danielle S. Namara (2007:3-4).

> Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and

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[1] Undang Sudarsana and Bastiano, *Pembinaan Minat Baca*, 2014 14th edition, (Tangerang Selatan: Universitas Terbuka), p.25

plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the *common ground*). At more global levels, the reader needs to identify the genre, rhetorical structure, plot, perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author. The coding, interpretation, and construction of all of these levels are effortlessly achieved at a rate of 250 to 400 words per minute by a proficient adult reader.

2. Definition of Comprehension

Comprehension is the main purpose of reading. Sharon Vaughn and Sylvia state that "Comprehension is the active process of constructing meaning from text, it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas."[3]

Comprehension is the process of making meaning of the word or sentences in the text and connected the text with the knowledge. That is similar with the definition given by Sharon and Sylvia, they defined comprehension as the process of making sense of words. Sentences and connected text in understanding.[4]

Meanwhile, according to Danielle, "Comprehension is not always effortless and fast, of course. When beginning readers struggle over Individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised."[5]

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[3] Sharon Vaughn and Sylvia Linan-Tompson, *Research Method of Reading Instruction* Grades K-3 (United States of America, ASDC, 2007), 113.

[4] Sharon Vaughn and Sylvia Linan-Tompson, *Research Method of Reading Instruction* Grades K-3 (United States of America, ASDC, 2004), 98-99.

[5] Danielle S. Namara, *Reading Comprehension Strategies*, 2007, (Mahwah, New Jersey: Laurence Erlbaum Associates), 4.

3. Definition of Reading Comprehension

Reading becomes one of skills in English which is very important to be mastered, because if the reader who reads is only for read without trying to gain an understanding, than the reading activity can be said to be useless, because it does not acquire knowledge or information of the text. That is the reason that the main purpose of reading is to comprehend the text. This is similar with the opinion of William Grabe, he defines that "Reading as a comprehending process."[6]

According to Gordon, "Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards."[7]

Meanwhile, according to Klinger "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency."

4. Reading Comprehension Strategies

There are some instructional recommendations for reading comprehension, namely:[8]

a. Activating background Knowledge

   Effective meaning instruction is enhanced by the amount oof knowledge the reader already has know about the topic.

b. Question answering

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[6] William Grabe, *Reading in Second Language*, *Moving from Theory to Practice.* United States of America: Cambridge University Press, 2009.4.

[7] Gordon Wainwright, *How to Read Faster and Recall More Learn the art of speed reading with maximum recal*l (Oxford: How to books, 2007), 35.

[8] Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett and Authors, *From Principles of Learning Strategies for Instruction*. (United States of America: Springer, 2005), 35-38.

Students answer question posed by the teacher and receive immediate feedback.

c. Self questioning

Students ask themselves questions about various aspects of an informational text or story.

d. Searching

Students are thaught how to search information in the text.

e. Explanation and elaborative interrogation

Students are thaught to explain information to themselves and others and ask *why* question about text material.

f. Summarizing

Students are taught to integrate ideas and generalize from the text information.

g. Using graphic and semantic organizer

Students make graphic representation of material.

h. Teaching theory grammar

Students learn how to use the structure of the story texts (moral, plot, obstacles, etc) as a means of helping them recall story content in narrative.

5. How to Teach Reading

According to Jeremy Harmer how to teach reading are: [9]

a. Reasons for Reading

Many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure.

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[9] Jeremy Harmer, How to Teach English, 2007, (Longman Pearson Educational Limited), p.99-107

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Read also has positive effect on students, vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and while texts.

Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

b. Reading Levels

The authentic texts, which are not written especially for language learners, but which are intended for any competent user of the language. However, at lower levels this often present insuperable problem since the amount of difficult and unknown language may make the texts impenetrable for the students. There is some authentic written material which beginner students can understand to some degree: menus, timetables, signs and basic instruction, for example, and where appropriate, we can use these. But for longer prose, we may want to offer our students texts which are written or adapted especially for their level. The important thing, however, is that such texts are as much like real English as possible.

How well the students are able to deal with reading material will depend on whether the texts are designed for intensive or extensive reading. Where students read with the support of a teacher and other students, they are usually able to deal with higher-level material than if they are reading on

their own. If we want them to read for pleasure, therefore, we will try to ensure that they don't attempt material that is just too difficult for them. As a result of which they may be put off reading. This is why lower-level students are encouraged to use simplified or graded readers for extensive reading. The readers are graded so that at different levels they use language appropriate for that level very much like the comprehensible input. As a result, the students can take pleasure in reading the books even when there is no teacher there to help them.

c. Reading Skills

The students read to be able to scan the text for particular bits of information they are searching for (as for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they don't have to read every word and line; on the contrary, such approach would stop them scanning successfully.

Students also need to be able to skim a text. As if they were casting their ayes over its surface to get a general idea of what is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it. They may scan a computer 'Help' window to find the one piece of information they need to

get them out of a difficulty, and they may skim a newspaper article to pick up a general idea of what's been happening in the world.

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use. Should be seen by students as something very different from the skills mentioned above.

d. Reading Principles

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged with what they are reading.
3. Encourage students to responds to the content of a text and explore their feelings about it, not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic when using intensive reading texts.
6. Good teachers exploit reading texts to the full.

e. Reading sequences

1. Sunscreen (pre-intermediate)

The students first look at a picture of people sunbathing and say whether it is appositive, safe and attractive image. Or whether it is the opposite. They might discuss how people should protect themselves from the sun. The teacher then ask students to read the text and identify where they think it comes from. they should do this very quickly.

2. Campaigns (intermediate)

After doing comprehension work on the reading text, students are involved in a role play which follows on from the reading they have done.

The sequence starts when students are asked to look quickly at the reading text and say where they think it comes from and what- at a first glance- they have think it is likely to be about. They may do this in pairs, or in response to the teachers' prompting. This first glance should both engage students and also allow them to start predicting what they are going to read. The teacher listens to their predictions but does not confirm or deny them at this stage.

3. Web quest (intermediate to advanced)

In a web quest, students visit various websites (pre-determined by the teacher) in order to find information to use in a class project. And because we have determined (in advance) the websites the students are going to visit, we can be confident that they will not spend endless hours in fruitless searching of the entire internet. The quest is, as its name suggests, a search for information.

6. Purpose of Reading

The importance of purpose in private reading and the range in different purposes for which individuals read. There is evidence that there is a close relationship between reading purposes and text; reading for pleasure typically, though not always, determines the choices of a text that is narrative and or literary in style. In addition, there is also a relationship between reading purpose and the types of reading, for example: skimming, scanning, skipping, and getting the gist. In order to facilitate each student's purposes, a preliminary summary different reading purposes is presented below. Every students has their own purpose to read something. To determine in which type dos you include, this type of reading purposes:[10]

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[10] Naf'an Tarihoran and Miftahul Rachmat……. p.6

1. Reading for pleasure
   a. To follow a narrative
   b. To enjoy the sound and the rhythm of a literature text

2. Reading for a general impression
   a. To gain an idea of the writer's view points
   b. To gain an overall impression of the tone of a text
   c. To decide whether or not to read the text

3. Reading for organizing reading and study
   a. To identify the important of content of a text
   b. To answer a specific questions
   c. To decide which section of a text to start studying

4. Reading for learning content or procedure
   a. To gain an understanding of new concepts
   b. To learn certain facts from a text
   c. To follow instructions

7. The Types of Reading

According Francoice Grellet, there are four types of reading, namely:[11]

a. Skimming is quickly running one's eyes over a text to get the gist of it. It means that skimming is bulding a simple quick understanding of the text.

b. Scanning is quickly going through a text find a particular piece of information. It means that scanning is identifying specific graphic form of the text and helps the students to search specific information quickly.

c. Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. It means

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[11] Francoice Grellet, *Developing Reading Skills*, *A Practical Guide to Reading Comprehension Exercise*. New York: Cambridge University Press, 1981, p.4.

that in extensive reading, the reader deals with a longer text which requires the ability to understand the whole information of the text.

d. Intensive reading is reading shorter texts, to extracts specific information. This is more accuracy activity involving reading for detail. It means that in intensive reading, the reader tries to absorb all the information of the text.

B. Flipchart Media

1. Definition of Media

Media originally from Latin language is *medius.* Which literally means 'middle', 'intermediate' or 'introductory'. In Arabic, the media is the intermediary (وسائل) or an introductory message from the sender to the receiver.

Gerlach & WLY (1971) says:

> If the media is understood broadly human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills or attitudes. In this sense, teachers, books, text, and the school environment is the media.

More specifically, the notion of media in teaching and learning tends to be interpreted as graphics tools, photographic, or electronically to capture, process, and reconstruct the visual or verbal information.[12]

According to Richard E. Clark*,* "*Media* are generally defined as the means by which information is conveyed from one place to another. In the past century, various forms of media have been used to convey instruction and to support learning. Examples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio,

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[12] Azhar Arsyad, *Media Pembelajaran*, 2014, 17th revision edition (Jakarta, PT Raja Grafindo Persada), p.5

and television), and the newer "electronic" instructional media (computers, interactive video, and multimedia systems). [13]" It means, all instruction requires the selection and use of at least one medium to deliver instruction. Many alternative media and mixtures of media may be chosen for any given learning goal and group of students. Thus, research questions have compared the learning benefits of various media and mixes of media for different types of learning goals and students at different ages and aptitude levels. Thousands of studies have been and continue to be conducted.

Media has a few limitations, and their characteristics as follows:

1. Media of education have a physical sense which nowadays is known as a hardware, is some object that can be seen, heard, or touched with a sensory impairment.

2. Media of education has a sense of non-physical known as software, is the content of the message contained in the hardware which is the content to be conveyed to the students.

3. Emphasis contained in media of education is audio visual equipment.

4. Media of education has a sense tools in the learning process through inside or outside class.

5. Media education is used in the context of communication and interaction of teachers and students in the learning process.

6. Media education can be used in massive (example: radio, television), large groups and small groups (example: movies, lied, video, OHP), or individual (example: module, computer, radio, tape / cassette, video recorder)

7. Attitudes, conduct, organization, strategy, and management associated with the implementation of a science.

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[13] Richard E. Clark, *Learning from Media,* p.5

According to Azhar Arsyad

> The use of teaching madia in the learning process can generate new passions and interests, raise motivation and stimulation of learning activities, and even bring psychological effects on students. The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and the delivery of messages and content at the time. In addition to the motivation and interests of students, teaching media can also help students improve comprehension, presenting data and condense information.[14]

2. The History of Flipchart

The earliest known patent of a flipchart is from May 8, 1913.[15] Flip charts have being in use from the 1900s, the earliest recorded use of a flip chart is a photo from 1912 of John Henry Patterson (1844-1922), NCR's CEO while addressing the 100 Point Club standing next to a pair of flip charts on casters.[16] The flipchart we know (on a small whiteboard) was invented by Peter Kent in the 1970s. Peter Kent was the founder and CEO of the visual communications group Nobo plc, and it is believed that they were the first company to put the large pieces of paper over whiteboards, rather than over other materials.

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[14] Azhar Arsyad, *Media Pembelajaran*, 2014, 17th revision edition (Jakarta, PT Raja Grafindo Persada), p.19-20

[15] Patent US1087336 USPTO

[16] Jeffrey Gitomer (T*he Patterson Principles of Selling*, 2014), p.51.

3. Definition of Flipchart
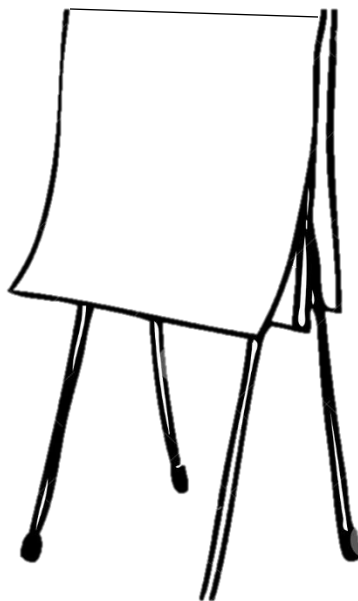
Flipchart in simple terms is the sheets resemble an album or calendar size 50x75 cm, or a smaller size 21x28 cm as a flipbook arranged in an order that was tied at the top.

Flipchart is a stationery item consisting of a pad of large paper sheets. It is typically fixed to the upper edge of a whiteboard, typically supported on a

tripod or four-legged easel. Such charts are commonly used for presentations.[17]

Flipchart can be used as a delivery of learning command. In use can be reversed if the message on the front sheet has been displayed and replaced with the next sheet that has been provided. If the sequence information to be presented are difficult to show in as wide a chart, flipchart can be used.[18]

Flip charts are used in many different settings such as:

a. in any type of presentation where the papers pads are pre-filled with information on a given topic
b. for capturing information in meetings and brainstorming sessions
c. in classrooms and teaching institutions of any kind
d. to record relevant information in manufacturing plants
e. a creative drawing board for Art students
f. a palette for artists in "life-drawing" classes
g. for strategy coaching for sports teams
h. for teaching

Flipchart only suitable for small group learning that is 30 people. Flipchart is one of the print media that is very simple and quite effective. Simple views of the manufacturing process and their use is relatively easy, using paper materials easily found around us.

Flipchart is effective because can be used as a medium (introduction) is a planned learning message or directly made on the flip chart. Indicator effective achievement of the objectives or competencies that have been planned, in order to achieve these objectives a lot of materials and tools that can be used as a medium to accelerate the achievement of the goals and one of them through a flipchart.

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[17] Jeffrey Gitomer (T*he Patterson Principles of Selling*, 2014), p.53.
[18] Arief Sadiman and Friends, *Media Pendidikan*, 2012 (Jakarta, PT. Raja Grafindo Persada), p.37

Usage of flipchart is one way to save teachers time to write on the blackboard. The sheets of paper of the same size are both bound together to be cleaner and better. Presentation of information means either: (a) pictures (b) Letters, (c) Diagram, (d) figures. Serving on the flip chart should be adjusted by the amount and the maximum distance students can see the flipchart and planned a suitable place where the Flipchart is placed.[19]

4. Advantages of Flipchart

As one of the media, flip chart has several advantages, including:

a. Be able to present the message of teaching in compact and practical.

b. Can be used indoors or outdoors

c. Materials is relatively cheap

d. Easy to bring everywhere

e. Improve student learning activities

5. How to design a Flipchart

According to Rudi Susilana and Cepi Riyana to design a flipchart are:[20]

1. Define the learning objectives

   Such as those in general, in making instructional media, the first step is to determine the aim. The aim need to be formulated more specifically whether the goal is cognitive mastery, mastery of a particular skill or aim for planting attitude.

2. Define the shape of Flipchart

   Flipchart generally divided into two servings, the first flipchart sheets of blank paper ready to be fill of learning value, just like whiteboard, but

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[19] Rudi Susilana and Cepi Riyana, *Media Pembelajaran*, 2007, (Bandung, CV Wacana Prima), p.86-87

[20] Susilana and Riyana, *Media Pembelajaran*, p. 88-93

size of flipchart is small and using marker as a writing tool. Second, Flipchart that contains the values of learning that prepared beforehand that contents include images, text, graphics, charts and others.

3. Make a summary of the material

The material presented in the media Flipchart is not in the long descriptions, using complex sentences as well as in textbooks but the material needs to be abstracted, was taken the basics only.

4. Designing a rough draft (sketch)

Making a good and interesting flipchart need variations in the presentation not only contain text but filled with pictures or photographs that are relevant to the material and the purpose.

5. Choosing the appropriate color
For flipchart that we make it more interesting, one of the efforts is to use colors that varied.

6. Define the size and shape of the appropriate letter
For easy reading in a considerable distance such as 10 meters in the classroom, it should be the size of the letters on a flipchart is bigger.

6. How to use Flipchart
1. Prepare yourself: in this case the teacher needs to good in learning material, had the skills to using media.
2. Proper placement. Note the position of appearance, that it can be viewed by all students in the classroom.
3. Organize students.

For better results need to be organize students. For example, students are formed into a semi-circle, look the students well in order to get a good view.

4. Introduce the subject.

The material presented first introduced to students at the beginning of opening lesson.

5. Serve picture.

After in material, start paying attention of Flipchart sheets and provide considerable information.

6. Give students to asking questions.

Teachers should be able to provide a stimulus to the students want to ask, ask for clarification whether material has been clear or unclear.

7. Summing up the matter.

As generally the activities of study concludes with a summary. If needed, the student or the teacher re-open some few letter in the flipchart for the important material.

C. Narrative

1. Definition of Narrative text

According to Christopher John's book,

> A narrative is a story that is created in a constructive format (written, spoken, poetry, prose, image, song, theatre or dance) that describes a sequence of fictional or non-fictional events. It derives from the Latin verb *Narrare* which mean 'to recount', and is related to the adjective granus which meaning 'knowing' or 'skilled'. The word 'story' may be used as a synonym of "Narrative", but can also

be used to refer to the sequence of events described in a narrative. A narrative can also be told by character within a larger narrative.[21]

Another definition, a narrative text is a text in which an agent or subject conveys to an addressee ('tells' the reader) a story in a particular medium, such as language, imagery, sound, buildings, or a combination there of.[22]

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.[23]

A narrative is a type of spoken or written text that tells a story of one character or more who face certain situations. Narrative text can be found in short story books, magazine, novels, movies, etc. narrative are popular because they present plots which consist of complications and resolutions. They make people feel curious and anxious with the end of the stories.[24]

2. Kinds of Narrative text

There are various kinds of narrative text:

Fantasy novels, Bedtime stories, Historical fiction, Stories, Fairy stories, Mysteries, Science fiction, Romances, Horror stories, Adventure stories, Fables, Myths and legends, Historical narratives, Ballads, Slice of life, Personal experience.

3. Generic structure of narrative text:

It is very important to know the generic structure as it make you easier to understand and produce the spoken or written texts. The generic structure components of narrative according Mulyono and Lanny Kurniawan:

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[21] Cristopher Johns, *Guided Reflection A Narrative Approach to Advancing Profesional Practice Second Adition,* 2010, (USA, Wiley-Blackwell), p.1-2

[22] Mieke Bal, *Narratology: Introduction to the Theory of Narrative*, 2009, (Canada: University of Toronto Press Incorporated), p.5

[23] Mulyono and Lanny Kurniawan, *Talk Active Compulsary Program*, 2013, (Jakarta Timur, Yudhistira), p.25

[24] Kistono and friends, *The Bridge English Competence for SMA Grade X*, 2007, (Surabaya, Yudhistira PT. galia Indonesia), p.36

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1. Orientation : sets the scene and introduces the participants (characters)
2. Complication : a crisis arises.
3. Resolution : the crisis is resolves, for better or worse.

D. Previous of Study

The first previous of study, the title is "Efektifitas Penggunaan Media Flipchart Terhadap Hasil Belajar Siswa Pada Pembelajaran Geografi di SMA Negeri 5 Cirebon Tahun Pelajaran 2009/2010 Compiled by Firman Rilwana, Student Number: 3201406051, 2011 M / 1441 H.

The study results showed, there are differences in learning result between using the Flipchart media compared to the control class without using Flipchart media. Based on the test results of data posttest showing up $t_{hitung} = 2.062$ with $t_{tabel} = 1.66$, it can be seen that $t_{hitung} > t_{tabel}$ can be summed up there are differences in learning outcomes between experimental class and control class. The result of cognitive learning outcomes obtained the average posttest percentage experimental class = 76.18 while for the control class = 72.45. Meanwhile the experimental group acquisition gain percentage is larger =0:37 than control class = 0276, and the meaning is, there is an effectiveness treatment that given in the experimental group.

The second previous of study is "Pengaruh Penggunaan Media *Flipchart* Terhadap Minat Belajar dalam Pembelajaran Sejarah Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon" tahun pelajaran 2014/2015 Compiled by Nilam Arifani Students' Number 3101411132.

Based on the result of the research score average students' increasing better than with using Flipchart Media, before using Flipchart Media in experiment class from 51,075 become 67,615, meanwhile control class only increasing 50,357 become 56,65. Based on regression analysis obtained t_{hitung}

> t_{tabel} (4,357 > 2,024) and sig percentage <0,05 or (0,00<0,05) and obtained R square 0,333 so, H rejected, it mean there is the significant influence using Flipchart media with interest learn students', the contribution is 33%

E. Hypothesis

A hypothesis is a precisely worded statement about the expected outcomes of a study.[25]

To find the answer of the problem, the writer should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:[26]

1. Alternative Hypothesis (Ha) : Flipchart Media is effective on students' reading comprehension of narrative text in MA Jam'iyatul Quro Mekar Baru Kronjo Academic Year 2016/2017

2. Null Hypothesis (Ho) : Flipchart Media is not effective on students' reading comprehension of narrative text in MA Jam'iyatul Quro Mekar Baru Kronjo Academic Year 2016/2017.

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[25] David Nunan and Kathleen M. Bailey, *Exploring Second Language Foundation,* 2009, (Boston USA, Sherrise Roehr) p.56

[26] Nunan and Bailey, *Exploring Second Language Foundation,* p.57